

THIRD EDITION

SUPER EASY READING

1



HOW TO USE THIS BOOK

Super Easy Reading, Third Edition is a three-level reading series adapted from Compass's original, iconic, and best-selling series. It is designed to develop and enhance the core reading skills of lower-elementary English language learners. Each book contains sixteen units with exciting, fun-filled reading passages. Every unit is designed to stimulate the interest of young learners and encourage them to take an active role in the language learning process. The readings and chants are followed by reading skill activities and language-building exercises. These activities and exercises help students to acquire, learn, review, comprehend, and consolidate language. This new edition has the optional "Extra" activities which help with fluency development. Students, parents, and teachers are encouraged to monitor and celebrate the achievements and accomplishments of the student. This improved and modernized version of one of our longest-standing products is explained in the unit outline below. Young learners are sure to feel active, encouraged, and to learn English in a super easy and fun way.

New features added!

Use smart devices for easier and quicker access to the audio and videos.

AUDIO QR CODE



Scan and find the tracks.

Audio QR Codes provide links to all of the audio needed for the unit. Just scan, find the tracks for the unit, and play them on your device.

ANIMATION QR CODE



Scan and watch.

Animation QR Codes provide links to the animated story videos in each unit. Like the audio, these videos are also accessible online, or on the CD-Rom included with the book.



STUDENT BOOK PAGES 1&2

Listen and Read

Students can use the CD-ROM or the easy-access QR code to listen to the reading passages as they read them. With the visual support of an interesting, colorful two-page-spread illustration, students' attention is drawn to the new words in red to help with study. After previewing with the illustration, reading the passage, and doing the chant, students learn the new words in the unit with a variety of different activities.

UNIT 1

Hi, Mouse!

Study the new words.
Then listen and read.

Hi, **mouse!** Hi, mouse!
Two mice, **four** mice,
Six mice, **lots** of mice!
Bye, **mice!** Bye, mice!
Six mice, four mice,
Two mice, no mice!

Reading Time: _____ min. 23 words

Extra 1
Listen and chant.

New Words
Listen, repeat, and match.

1		1	mouse
2		2	lots
3		3	mice
4		4	four
5		5	two
6		6	six

Find
Find, circle, and say.

Extra 2
Read 3 times and check.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeat	Repeat	Repeat	Repeat

New Words Activity

Two types of vocabulary activities help review the target words by matching the words with pictures.

Find Hidden Pictures

Two-page-spread illustration contains hidden pictures. Learners use the newly learned vocabulary to complete this fun activity.

Extra 1

Using the animation QR code or the CD-ROM, students can access and view the animated story video. Students follow and repeat the reading passage to review the content in a fun and exciting way.

Extra 2

This optional activity encourages students to practice reading. The student reads the passage three times and the fastest time can be recorded in the space. Then, the teacher can check the big box to confirm and celebrate the effort of the student.



WORKBOOK

Workbook Exercises

The workbook can be completed as homework or extra practice in the class. Learners complete a variety of activities to review the unit.

Homework Log

Students, parents, and teachers check and congratulate the effort and achievements of the student. The homework log is a simple feature that provides positive reinforcement from adults to encourage each student in their work.

The image shows two pages from a workbook. The left page is titled 'UNIT 1 Hi, Mouse!' and contains two exercises. Exercise A, 'Look, match, and write,' shows four numbered items: 1. a mouse, 2. the number 6, 3. a mouse, and 4. a mouse. To the right are four words: 'mouse', 'lots', 'mice', and 'six'. A red line connects item 1 to 'mouse'. Exercise B, 'Look, unscramble, and write,' shows three numbered items: 1. the number 4, 2. the number 2, and 3. a mouse. To the right are three sets of letters: 'o r', 'f o u r', 's m u'. The right page contains two exercises. Exercise C, 'Look and match,' shows three numbered items: 1. a mouse, 2. a mouse, and 3. a mouse. To the right are three phrases: 'no mice!', 'mouse!', and 'of mice!'. A red line connects item 1 to 'no mice!'. Exercise D, 'Find, unscramble, and write,' shows a word box with 'two are mice There six' and three numbered items: 1. 'are There mice four', 2. 'mice There', and 3. 'mice are'. Below each item is a line for writing the sentence.

Sentence Practice

This simple matching activity allows students to practice their reading and critical thinking skills, and visual support is included to strengthen comprehension of the sentences.

Vocabulary Practice A & B

These activities allow students to practice their reading skills and the spelling of the key words. Visual and language support is provided so that learners understand enough to use their own critical thinking and language abilities to complete the task and solidify their knowledge.

Key Pattern Practice

This output activity demonstrates the learner's full competency to read, understand, and use the target words. Students decide which word from the word box fits into the blank, then unscramble and write the sentence. Visual support is provided using color coding and tracing hints.

WORKBOOK COMPONENTS

- 16 units of two-page activities
- 4 review units
- Word tests for 16 units



CONTENTS

- Unit 1** Hi, Mouse!
- Unit 2** They Are Small!
- Unit 3** A Student
- Unit 4** Arms and Legs
- Unit 5** Jimmy's Toys
- Unit 6** Butterfly, Butterfly
- Unit 7** The Hill
- Unit 8** My Drone
- Unit 9** I Like Music!
- Unit 10** Let's Go!
- Unit 11** My Lunch Box
- Unit 12** Mom and I
- Unit 13** My Mom
- Unit 14** A Cold Winter Day
- Unit 15** Mouse in the City
- Unit 16** Who Has It?

Word Count	Pattern
25	There are two mice.
29	The bee is small.
36	I have a teacher.
30	Bee has six legs.
29	Jimmy likes blue toys.
29	Fly to the toy.
30	The fly is on the frog.
34	My drone is small.
32	I listen to loud music.
33	Dog says, "Let's go!"
33	I have milk in my lunch box.
32	Mom and I cook.
33	My mom cuts my hair.
31	Cold boy in the yard
32	The car is fast.
29	Who has my cap?



Keywords						
mouse	four	lots	mice	six	two	8
bee	bird	worm	spider	small	box	12
teacher	pen	sing	count	picture	student	16
leg	cat	eight	starfish	five	arm	20
like	red	blue	all	toy	big	24
fly (v.)	flower	water	jar	tree	butterfly	28
fly (n.)	frog	on	horse	grass	hill	32
drone	light	strong	quick	low	high	36
listen	loud	quiet	music	old	new	40
say	chicken	snail	slow	where	alone	44
milk	lunch box	apple	sandwich	puppy	bad	48
cook	yummy	dance	shake	knit	web	52
wash	hair	thank	cut	dry	hairdresser	56
cold	yard	snow	ant	winter	fish	60
car	fast	bus	train	city	busy	64
cap	skirt	ribbon	who	bug	wind	68

Hi, Mouse!

Study the new words.
Then listen and read.

02 Track

Hi, **mouse**! Hi, mouse!

Two mice, **four** mice,

Six mice, **lots** of mice!

Bye, **mice**! Bye, mice!

Six mice, four mice,

Two mice, no mice!

Reading Time: _____ sec 25 words



Extra 1

Listen and chant.

03 Track



Scan and watch.



MOUSE



New Words

Listen, repeat, and match. 04 Track

- | | | | |
|----------|--|--|-------|
| 1 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text" value="1"/> | mouse |
| 2 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text"/> | lots |
| 3 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text"/> | mice |
| 4 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text"/> | four |
| 5 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text"/> | two |
| 6 | | <input style="border: 1px solid gray; border-radius: 10px; width: 30px; height: 30px;" type="text"/> | six |

Find

Find, circle, and say.

- | | | | | | |
|----------|--|----------|--|----------|--|
| 1 | | 2 | | 3 | |
|----------|--|----------|--|----------|--|

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

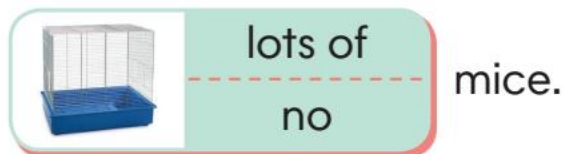
1 This story is about



2 Bye,



3 There are



Reading Practice

Look, read, and check.



- a. There are four mice.
 b. There are six mice.



- a. There are lots of mice.
 b. There is one mouse.



- a. Bye, bye, mice!
 b. Hi, mouse!

Sentence Practice

Complete the sentences. One word is not used.

mouse ~~six~~ lots two



There are six mice.



Hi, _____!



There are _____ of mice.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



There

are

two mice.



are

There

four mice.

There are four mice.



There

lots of mice.

are



six mice.

are

There

They Are Small!

Study the new words.
Then listen and read.

05
Track

The **bee** is small.
The **bird** is small.
The **worm** is small.
The **spider** is small.
The mouse is **small**.
The **box** is small.
They are all small things!

Reading Time: _____ sec 29 words



Scan and watch.

Extra 1

Listen and chant.

06
Track



Scan and find the tracks.

New Words

Listen, repeat, and circle. 07 Track

1 bee



2 bird



3 worm



4 spider



5 small



6 box



Find

Find, circle, and say.



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about



two
lots of

small things.

2 There is a small



box
mice

3 The bee and spider are



small
worms

Reading Practice

Look, read, and check.



- a. Bees are small.
- b. Spiders are small.



- a. There is a small bird.
- b. There is a small box.

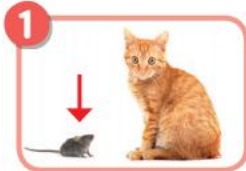


- a. A bee is small.
- b. A bird is small.

Sentence Practice

Complete the sentences. One word is not used.

bee boxes small worm



The mouse is _____.



The bee and the _____ are small.



They are all small _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



The bee is small.



is The spider small.



The bird small. is



small. is The box

A Student

Study the new words.
Then listen and read. 

I have a **teacher**.

I have a **pen**.

I **sing** a song.

I **count** to ten.

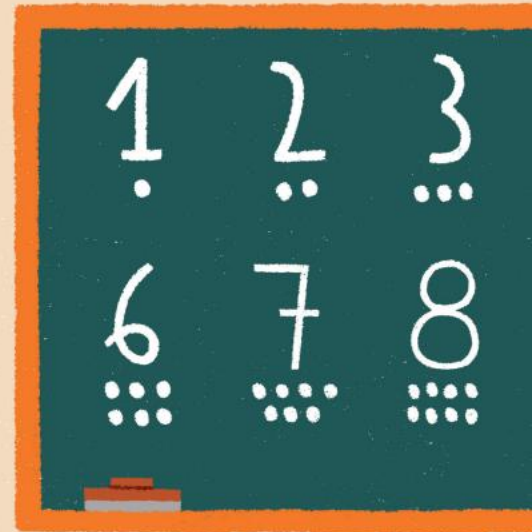
I have a book.

I have a teacher.

I sing a song.

I draw a **picture**.

I am a **student**.



Reading Time: _____ sec 36 words



Extra 1

Listen and chant. 







Scan and watch.





New Words

Listen, repeat, and match. 10 Tracks

- 1  pen
- 2  sing
- 3  student
- 4  count
- 5  teacher
- 6  picture

Find

Find, circle, and say.

- 1 
- 2 
- 3 

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about a



student

teacher

2 I sing a



song

book

3 I



draw

count

a picture.

Reading Practice

Look, read, and check.



a. The student has a book.

b. The student has a pen.



a. I sing a song.

b. I draw a picture.



a. I count to ten.

b. I count to four.

Sentence Practice

Complete the sentences. One word is not used.

am student teacher have



I _____ a pen.



The _____ has a book.



I am a _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

have

a teacher.



have I a book.



a pen. have I



I a box. have

Arms and Legs

Study the new words.
Then listen and read.

11 Track

Bee has six **legs**.

Cat has four legs.

Bird has two legs.

Spider has **eight** legs.

Worm has none!

Starfish has **five** arms.

I have two **arms**.

Worm has none!

Reading Time: _____ sec 30 words

Extra 1

Listen and chant.

12 Track



Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and circle. 13
Track

1 leg

a.



b.



2 cat

a.



b.



3 eight

a.



b.



4 starfish

a.



b.



5 five

a.



b.



6 arm

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about arms and



2 Starfish has



arms.

3 Worm has



legs.

Reading Practice

Look, read, and check.



- a. Bird has two legs.
- b. Spider has eight legs.



- a. Starfish has five arms.
- b. Worm has no arms.



- a. I have two legs.
- b. I have two arms.

Sentence Practice

Complete the sentences. One word is not used.

legs eight arms none



A spider has _____ legs.



I have two _____.



I have _____!

Pattern Play

Use the key pattern. Unscramble.

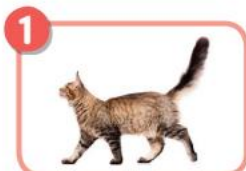
Key Pattern



Bee

has

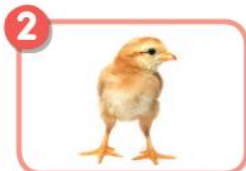
six legs.



has

Cat

four legs.



Bird

two legs.

has



two arms.

have

I

Jimmy's Toys

Study the new words.

Then listen and read. 

Jimmy **likes** all toys.

Jimmy likes **red** toys.

Jimmy likes **blue** toys.

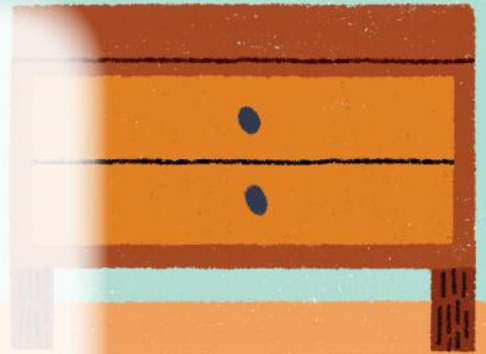
Jimmy likes **all** toys.

Jimmy likes small **toys**.

Jimmy likes **big** toys.

Jimmy has lots of toys!

Reading Time: _____ sec 29 words



Extra 1

Listen and chant. 





Scan and watch.



Scan and find the tracks.

New Words

Listen, repeat, and match. 16 Tracks

- 1  all
- 2  blue
- 3  like
- 4  red
- 5  big
- 6  toy

Find

Find, circle, and say.

- 1 
- 2 
- 3 

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

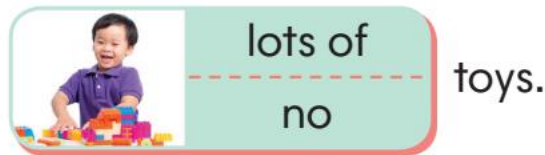
1 This story is about Jimmy's



2 Jimmy likes



3 Jimmy has



Reading Practice

Look, read, and check.



- a. The toy is red.
- b. The toy is big.



- a. Jimmy has lots of mice.
- b. Jimmy has lots of toys.



- a. Jimmy likes small toys.
- b. Jimmy likes big toys.

Sentence Practice

Complete the sentences. One word is not used.

has toys big likes



Jimmy has lots of _____.



Jimmy has a _____ toy.



Jimmy _____ red toys.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Jimmy

likes

blue toys.



likes

red toys.

Jimmy



likes

Jimmy

small toys.



lots of toys!

Jimmy

likes

Butterfly, Butterfly

Study the new words.
Then listen and read.

17
Track

Fly to the **flower**.

Fly over the cat.

Fly to the toy.

Fly over the **water**.

Fly to the **jar**.

Fly to the **tree**.

Butterfly, butterfly,

Fly over me.

Reading Time: _____ sec 29 words

Extra 1

Listen and chant.

18
Track

Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and circle.

19
Track

1 fly

a.



b.



2 flower

a.



b.



3 water

a.



b.



4 jar

a.



b.



5 tree

a.



b.



6 butterfly

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about a



flower

butterfly

2 The butterfly flies over the cat and



tree

water

3 The butterfly flies to the



cat

tree

Reading Practice

Look, read, and check.



- a. The butterfly flies over the cat.
- b. The butterfly flies over the toy.



- a. Fly to the tree.
- b. Fly to the flower.



- a. The butterfly flies to the jar.
- b. The butterfly flies to the pen.

Sentence Practice

Complete the sentences. One word is not used.

Butterfly over water flower



The bee flies to the _____.



_____ flies over the cat.



Fly _____ the water.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Fly

to

the toy.



to

Fly

the jar.



Fly

the tree.

to



the flower.

to

Fly

The Hill

Study the new words.
Then listen and read.

20
Track

The **fly** is on the **frog**.
The frog is **on** the cat.
The cat is on the **horse**.
The horse is on the **grass**.
The grass is on the **hill**.

Reading Time: _____ sec 30 words

Extra 1

Listen and chant.

21
Track

Scan and watch.



New Words

Listen, repeat, and match. 22 Tracks

- 1  hill
- 2  frog
- 3  on
- 4  grass
- 5  fly
- 6  horse

Find

Find, circle, and say.

- 1 
- 2 
- 3 

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about animals on a

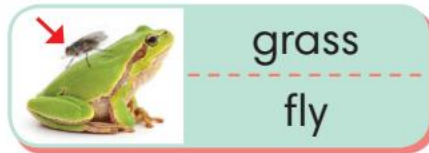


2 The grass is



the hill.

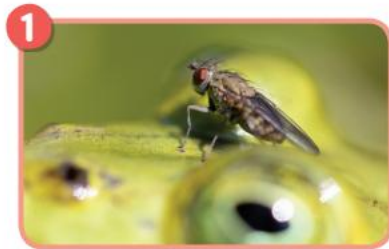
3 The



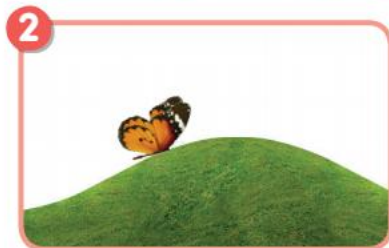
is on the frog.

Reading Practice

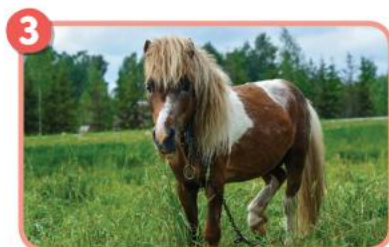
Look, read, and check.



- a. A fly is on the frog.
- b. A fly is on the cat.



- a. A tree is on the hill.
- b. A butterfly is on the hill.



- a. A horse is on the grass.
- b. A horse is on the cat.

Sentence Practice

Complete the sentences. One word is not used.

frog grass hill cat



The _____ is on the water.



The horse is on the _____.



The _____ is on the horse.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



The fly

is

on the frog.



is

The frog

on the cat.



The cat

on the horse.

is



on the hill.

is

The grass

My Drone

Study the new words.
Then listen and read. 

My **drone** is small.
My drone is **light**.
My drone is **strong**.
My drone is **quick**.
My drone is **low**.
My drone is **high**.
Oh, no!
My drone is in the tree.
Mom, help!

Reading Time: _____ sec 34 words

Extra 1

Listen and chant. 



Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and circle. 25 tracks

1 drone



2 light



3 strong



4 quick



5 low

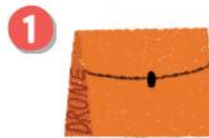


6 high



Find

Find, circle, and say.



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

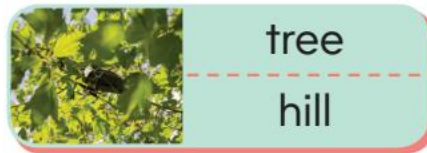
1 This story is about my



2 The drone flies



3 The drone is in the



Reading Practice

Look, read, and check.



- a. The drone is strong.
 b. The drone is quick.



- a. My drone flies very low.
 b. My drone flies very high.



- a. My drone is in a tree.
 b. My drone flies over a tree.

Sentence Practice

Complete the sentences. One word is not used.

low quick help drone



My _____ is strong.



My drone flies _____.



My drone is _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



My drone

is

small.



is

My drone

light.



My drone

strong.

is



big.

is

My drone

I Like Music!

Study the new words.
Then listen and read.

26

I **listen** to music.
I listen to **loud** music.
I listen to **quiet** music.

I listen to **music**.
I listen to **old** music.
I listen to **new** music.
I like all music!

Reading Time: _____ sec 32 words



Extra 1

Listen and chant.

27









Scan and watch.





New Words

Listen, repeat, and match. 28 Tracks

- 1  quiet
- 2  old
- 3  listen
- 4  new
- 5  music
- 6  loud

Find

Find, circle, and say.

- 1 
- 2 
- 3 

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about liking



2 I like



music.

3 I listen to



music.

Reading Practice

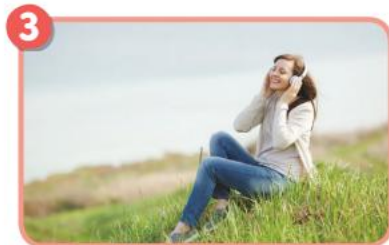
Look, read, and check.



- a. I like loud music.
- b. I like quiet music.



- a. I like all music.
- b. I like no music.



- a. I sing old and new songs.
- b. I listen to old and new music.

Sentence Practice

Complete the sentences. One word is not used.

all listen music loud



I _____ to quiet music.



I like _____ music.



She listens to old _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I

listen to

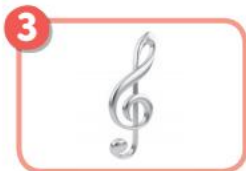
loud music.



listen to I old music.



I quiet music. listen to



new music. listen to I

Let's Go!

Study the new words.
Then listen and read.

29

Dog **says**, "Let's go!"

Cat says, "Let's go!"

Chicken says, "Let's go!"

Frog says, "Let's go!"

Spider says, "Let's go!"

Snail is **slow**.

Snail says, "**Where** are they?"

Snail is **alone**.

Poor snail!

Reading Time: _____ sec 33 words

Extra 1

Listen and chant.

30



Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and circle.

31
Track

1 say

a.



b.



2 chicken

a.



b.



3 snail

a.



b.



4 slow

a.



b.



5 where

a.



b.



6 alone

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

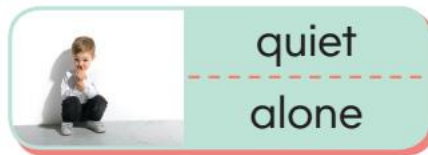
1 This story is about being



2 "Let's go!" says



3 Poor snail is



Reading Practice

Look, read, and check.



- a. The frog is slow.
- b. The snail is slow.



- a. Where are the dogs?
- b. Where are the chickens?



- a. "Let's go!" says the spider.
- b. "Let's go!" says the frog.

Sentence Practice

Complete the sentences. One word is not used.

slow poor alone Where



Snail is _____.



The snail says, "_____ are they?"



I am all _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Dog

says,

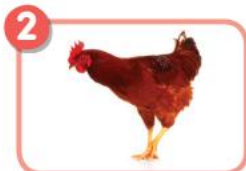
"Let's go!"



says,

Cat

"Let's go!"



Chicken

"Let's go!"

says,



"Let's go!"

says,

Frog

My Lunch Box

Study the new words.
Then listen and read.

32

I have **milk** in my **lunch box**.

I have an **apple** in my lunch box.

I have a **sandwich** in my lunch box.

I have a **puppy** in my lunch box!

Bad puppy!

Reading Time: _____ sec 33 words

Extra 1

Listen and chant.

33



Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and match. 34

1



milk

2



sandwich

3



lunch box

4



puppy

5



apple

6



bad

Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about a



sandwich
lunch box

2 There is a



spider
puppy

in the lunch box.

3 The puppy is



old
bad

Reading Practice

Look, read, and check.



- a. The sandwich is on the lunch box.
 b. The sandwich is in the lunch box.



- a. I have a puppy in the box.
 b. I have an apple in the box.



- a. I have milk.
 b. Puppy has milk.

Sentence Practice

Complete the sentences. One word is not used.

milk puppy sandwich apple



Bad _____!



I have a _____ for lunch.



I have _____ in my lunch box.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



I have

milk

in my lunch box.



an apple

I have

in my lunch box.



I have

in my lunch box.

a sandwich



in my lunch box.

a puppy

I have

Mom and I

Study the new words.
Then listen and read.

35

Mom and I **cook**.
We cook **yummy** flies.
Mom and I sing.
We sing a song.
Mom and I **dance**.
We **shake** our legs.
Mom and I **knit**.
We knit our **web**.

Reading Time: _____ sec 32 words

Extra 1

Listen and chant.

36



Scan and watch.





Scan and find the tracks.



New Words

Listen, repeat, and circle. 37 Tracks

1 cook

a.



b.



2 yummy

a.



b.



3 dance

a.



b.



4 shake

a.

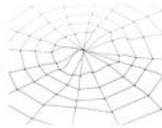


b.



5 knit

a.



b.



6 web

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about



Mom

student

and me.

2 I help



shake

cook

dinner.

3 Mom and I shake legs and



dance

knit

Reading Practice

Look, read, and check.

1



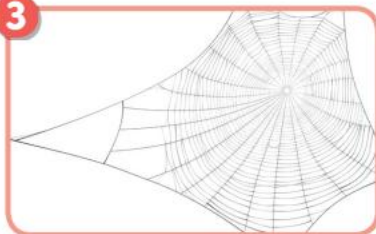
- a. Mom and I cook.
- b. Mom and I dance.

2



- a. We like to shake.
- b. We like to knit.

3



- a. The spiders knit webs.
- b. The spiders draw webs.

Sentence Practice

Complete the sentences. One word is not used.

dance yummy shake cook



Mom and I _____.



I _____ lunch.



We _____ hands.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Mom and I

cook.



Mom and I

knit.



dance.

Mom and I



Mom and I

shake.

My Mom

Study the new words.
Then listen and read.

38

My mom **washes** my **hair**.

Thank you, Mom.

My mom **cuts** my hair.

Thank you, Mom.

My mom **dries** my hair.

Thank you, Mom.

I love my mom.

My mom is a **hairstylist**!

Reading Time: _____ sec 33 words

Extra 1

Listen and chant.

39



Scan and watch.






Scan and find the tracks.



New Words

Listen, repeat, and match. 

- 1  cut
- 2  hair
- 3  wash
- 4  thank
- 5  dry
- 6  hairdresser

Find

Find, circle, and say.

- 1 
- 2 
- 3 

Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about my



2 My mom



shakes
washes

my hair.

3 My mom



cuts
knits

my hair.

Reading Practice

Look, read, and check.



- a. My mom cuts my hair.
- b. My mom dries my hair.



- a. I love my mom.
- b. I love my toy.



- a. My mom is a hairdresser.
- b. My mom is a teacher.

Sentence Practice

Complete the sentences. One word is not used.

thank cuts washes hair



My mom dries my _____.



I _____ my mom.



Mom _____ my hair.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



My mom

cuts

my hair.



dries

My mom

my hair.



My mom

my hair.

washes



my hair.

likes

My mom

A Cold Winter Day

Study the new words.

Then listen and read. 

Cold snow, cold winter.

Cold boy in the yard.

Cold snow, cold winter.

Cold ant in the tree.

Cold snow, cold winter.

Cold fish in the water.

Cold, cold, go away!

Reading Time: _____ sec 31 words



Extra 1

Listen and chant. 



Scan and watch.



New Words

Listen, repeat, and circle. 43
Tracks

1 cold

a.



b.



2 yard

a.



b.



3 snow

a.



b.



4 ant

a.



b.



5 winter

a.



b.



6 fish

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



Teacher

Reading Comprehension

Read and circle.

1 This story is about



2 The cold



is in the tree.

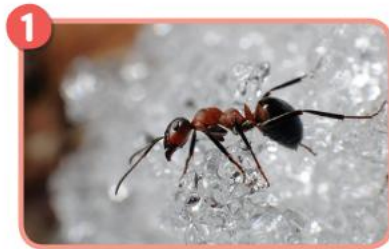
3 A boy is



in the yard.

Reading Practice

Look, read, and check.



- a. The ant is cold.
- b. The ant is big.



- a. The cold boy is in the yard.
- b. The cold boy is on the hill.



- a. Cold snow, cold tree.
- b. Cold snow, cold fish.

Sentence Practice

Complete the sentences. One word is not used.

Winter cold Yard away



The dog is _____.



_____ is cold.



Cold, cold, go _____!

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Cold boy

in

the yard.



in

Cold fish

the water.



Cold ant

the tree.

in



the snow.

in

Cold dog

Mouse in the City

Study the new words.
Then listen and read.

44

Mouse sees a **car**.
The car is **fast**.
Mouse sees a **bus**.
The bus is fast.
Mouse sees a **train**.
The train is fast.
Mouse sees a **city**.
The city is **busy**.

Reading Time: _____ sec 32 words

Extra 1

Listen and chant.

45



Scan and watch.



New Words

Listen, repeat, and match.

46
Tracks

1  bus

2  car

3  city

4  train

5  busy

6  fast

Find

Find, circle, and say.



Extra 2

Read 3 times and check.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> check
Student	Student	Student	Teacher

Reading Comprehension

Read and circle.

1 This story is about a mouse in a



2 The car is



3 The city is



Reading Practice

Look, read, and check.



- a. Mouse sees a car.
- b. Mouse sees a train.



- a. The bus is fast.
- b. Buses are loud.



- a. Cities are busy.
- b. Cities are quiet.

Sentence Practice

Complete the sentences. One word is not used.

city fast train bus



Mouse sees a fast _____.



Mouse sees the _____.



The car is _____.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



The car

is

fast.



is

The bus

fast.



The train

fast.

is



fast.

is

The drone

Who Has It?

Study the new words.
Then listen and read.

47

Who has my **cap**?
Who has my **skirt**?
Who has my **ribbon**?
Who has my chicken?
Who has my **bugs**?
Do you have them?
No! The **wind** has them!

Reading Time: _____ sec 29 words

Extra 1

Listen and chant.

48



Scan and watch.



Scan and find the tracks.



New Words

Listen, repeat, and circle. 49 Tracks

1 cap

a.



b.



2 skirt

a.



b.



3 ribbon

a.



b.



4 who

a.



b.



5 bug

a.



b.



6 wind

a.



b.



Find

Find, circle, and say.

1



2



3



Extra 2

Read 3 times and check.



Student



Student



Student



check

Teacher

Reading Comprehension

Read and circle.

1 This story is about



2 Who has my



3



has my ribbon and skirt?

Reading Practice

Look, read, and check.

1



- a. Who has my cap?
- b. Who has my ribbon?

2



- a. Do you have my skirt?
- b. Do you have my ribbon?

3



- a. No! The chicken has it!
- b. No! The wind has it!

Sentence Practice

Complete the sentences. One word is not used.

have Who wind Cap



_____ has my cap?



Do you _____ them?



No! The _____ has my cap.

Pattern Play

Use the key pattern. Unscramble.

Key Pattern



Who

has

my cap?



has

Who

my ribbon?



Who

my bugs?

has



my chicken?

has

Who

Reading Speed Tracker

Time how long it takes you to read each passage. Then use the formula in the box to find your words per minute (WPM) score. Color in the boxes to see how you get better.

200																
190																
180																
170																
160																
150																
140																
130																
120																
110																
100																
90																
80																
70																
60																
50																
40																
30																
20																
10																
SEC	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16
WC	25 words	29 words	36 words	30 words	29 words	29 words	30 words	34 words	32 words	33 words	33 words	32 words	33 words	31 words	32 words	29 words

Formula (Word Count ÷ Reading Time in Seconds) X 60 = _____ WPM score